

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Morningside Middle School

District: Charleston County

Principal: Ms. Kala T. Goodwine

Superintendent: Dr. Nancy J. McGinley

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

The following information must be included in the rationale:

- **Summary of demographic information from 2007 School Report Card**
 - **School Profile (students, teachers, school)**

Morningside Middle School is a Title 1 community school in the North Charleston area of Charleston County that faces many challenges. Our school consists of 80% African Americans, 10% Caucasian, 9% Hispanic, and 1% other totaling 435 students. We have an 86.67% poverty rate and 18% special education population. Our students come from homes in North Charleston, the Air Force Base, group homes, shelters, government housing, the discipline school, and children enrolled at Charleston County's Special Day School. Four percent of our students are classified as Gifted and Talented, 15.4% have disabilities, and 5% are older than usual for their grade level. Males typically score lower than females; their below basic PACT data includes—73.4% in ELA, 64% in Math, 77% in science, and 58% in Social Studies scored below basic in 2006-2007. Girls PACT data includes—54% below basic in ELA, 66% in Math, 69% in science, and 43% in social studies. Disabled students proved to have the greatest room for improvement. Eighty-eight percent of disabled students scored below basic in ELA, 81% in Math, 93% in science, and 76% in social studies. Children receiving subsidized meals scored 65% below basic in ELA, 66% in math, 75% in science, and 52% in social studies. Fewer girls scored proficient and advanced during the 2006-2007 school year than boys in math (9.5), science (9.6), and social studies (8.4). More boys scored proficient and advanced in math (11.5), science (11.4), and social studies (8.4).

Our data comes from the state level in the form of the test scores. Currently, we have been looking at the PACT scores for the last three years. The last three years are critical because our current group of eighth graders have two years of data that provides a good look at our increases and decreases. In our Academic Leadership meetings, we have been studying our data and have discovered that of our current eighth grade students, only 40.8% met standard in math when they were in the sixth grade. When this group of eighth graders was in the seventh grade, only 45.3% met standard in math. While there was a small increase, the increase is still far too low with more than 50% of this eighth grade scoring below grade level for the past two years. We also looked at this same eighth grade and their ELA scores. In the sixth grade, only 29.1% met standard and when they were in the seventh grade, only 28.3% met standard. (More than 70% scored below basic in ELA for the last two years.)

There are 63 full-time faculty and staff at Morningside—35 full-time teachers, 6 teacher assistants, 1 principal, 3 assistant principals, 1 parent advocate, 1 nurse, 1 school resource officer, 2 guidance counselors, 1 Media Specialist, 1 Behavior Intervention Room (BIR) proctor, 3 secretaries, 6 cafeteria workers and 2 day porters. This year of the 35 teachers, 14% (5 / 35) are new to Morningside. Last year 28% of the teachers were new to Morningside. 8 teachers (23%) are in their second year at Morningside. This translates to more continuity in the teaching staff. The principal is in her third year as the instructional leader, and two of the Assistant Principals have been at the school for less than 2 years.

As a Title I school, Morningside Middle is working with teachers, parents and a truancy specialist to increase student attendance from 91.57% to 94%. Incentives are provided to teachers and students for reaching attendance goals, and great emphasis is placed on teacher attendance rates in order to increase prime instructional time from 82.8% to 95%. The PowerUser website and At Risk Alert System (ARAS) are used to monitor Morningside's At-Risk students' attendance, academic performance, and discipline throughout the year.

A major challenge is the unsatisfactory status that Morningside has carried for the last three years. The Unsatisfactory label is a result of low performance on the South Carolina Palmetto Achievement Challenge Test (PACT). This state test looks at student performance in Math, English Language Arts, Science and Social Studies. Along with the core subjects, the state also measures the school's progress on numerous items listed under Adequate Yearly Progress (AYP). AYP considers attendance, retention rate, academic plans and academic probation which totals 21 areas as listed on the state's school report card. Because test scores and AYP are areas that Morningside struggles with, these areas continue to receive major focus on our part to increase test scores and the AYP.

On the district level, we utilize Measures of Academic Progress (MAP) data. MAP data is derived from the MAP tests that we give three times a year. MAP tests are based on the SC standards and provide us with good data on our instructional needs and success. It is particularly helpful to the teachers who have the opportunity to examine the individual progress of each student. The NWEA website notes that the MAP test has an 83% correlation to PACT. The correlation chart shows that students are expected to show gains between the fall and spring. The lower the fall MAP score the

higher the predicted gain. For example, an 8th grade math student with a score of 240 is predicted to score proficient on the PACT. There is also an average 6 point expected gain between the fall and spring MAP Administration. With the MAP data, we are able to provide instruction based on the students' needs. We then take the data and divide the students according to their needs and provide additional instruction in the areas that are weak in the core classes. The instruction is called RIT Bands and mini lessons are created according to a child's RIT Band. This work is completed and assessed in the core classes. So, if the area is "word choice and analysis" and there are sixth, seventh and eighth graders who are showing deficiencies in this particular skill, these students are then placed in the RIT Band that addresses that area.

Because we are expecting to receive an absolute rating of 2.2 on the 2008 report card, we have set goals to help us achieve a .4 absolute index increase to move us from unsatisfactory to below average. The four focus goals came out of an intensive examination of the data followed by strategic collaboration with the Academic Leadership Team, Teacher Coaches, faculty, and staff to determine where we could make the greatest impact; the goals are measurable and attainable. A time line has been developed forecasting these activities and events to support the implementation of this plan. The analysis of the data led us to the goals listed below:

Focused Student Achievement Goal 1: By April 1, 2009, 75% of all 6th, 7th, and 8th grade students will score an 80% or better on the second nine weeks common benchmark assessments in science. The common benchmark assessments will be aligned to the South Carolina Science Standards, the Charleston County School District's Coherent Curriculum and the teacher's pacing guide.

Focused Student Achievement Goal 2: By April 1, 2009, 40% of all 6th, 7th, and 8th grade students will increase their English Language Arts (ELA) PACT performance to the next performance level (Below Basic 1 to Below Basic 2, Below Basic 2 to Basic, Basic to Proficient, and Proficient to Advanced) as predicted by the Fall 2008 to Spring 2008 MAP test.

Focused Student Achievement Goal 3: By April 1, 2009, 40% of all 6th, 7th, and 8th grade students will increase their Math PACT performance to the next performance level (Below Basic 1 to Below Basic 2, Below Basic 2 to Basic, Basic to Proficient, and Proficient to Advanced) as predicted by the Fall 2008 to Spring 2008 MAP test.

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, a school-wide literacy plan will be implemented to establish a culture of reading across the curriculum which will be evidenced by 1. all 6th, 7th, and 8th grade students reading and responding to 4 novels, 2. 40% of all 6th, 7th, and 8th grade students increasing their English Language Arts (ELA) PACT performance to the next performance level (Below Basic 1 to Below Basic 2, Below Basic to Basic, Basic to Proficient, and Proficient to Advanced) as predicted by the Fall 2008 to Spring 2008 MAP test, and 3. the completed literacy plan.

Focused Principal's Instructional Leadership Goal 2: By October 30, 2008, the principal will begin providing assistance to teachers identified with improvement plans, and continuing contract teachers on formal evaluation to ensure that they are successful on the Charleston County District's STEP 2 formal evaluation during the 2008-2009 school year.

Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, consistent with expectations of the Charleston Achieving Excellence plan, the Associate Superintendent or her designee (from the MSLC leadership team) will focus on instructional supervision by conducting 5 walk-through observations per month with written feedback to the principal.

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, the ELA, Math and Science Department Heads will receive professional development from the MSLC Leadership Team in 2 areas: 1. Conducting walkthrough observations and providing feedback, and 2. Creating Quality Assessments.

Using the data from our general population, 450 students would correlate to approximately 1350 test scores (provided each student takes an average of 3 tests). In order for us to make the .4 expected progress, we need 40% of our scores to move to the next level. This equates to 540 moves. When you divide this by 3 tests (ELA, Math, and Science or Social Studies), this equals 180 moves per subject area. The goals listed in the FSRP will enable us to meet the aforementioned goals.

We continue to face many challenges, any one of which has the propensity to affect our school's ability to make expected progress. This year classroom observations continue to identify teacher behavior that requires intense and sustained staff development in the areas of classroom management varied teaching strategies, and high expectations for student performance. As staff is being held to a higher standard of accountability through observation and feedback, resistance to self-improvement initiatives have given rise to development of improvement plans for some staff members. We will continue to work to create a team approach to problem solving promoting individual responsibility as a prerequisite to team responsibility for student achievement. Teachers will be held

October 25, 2008

accountable for the strategies in the FSRP and the improving student achievement. Individual data conferences (APEX Reviews) are held by the principal with all teachers each semester to review student performance. Subsequent data conferences are held by all teachers with students to set MAP and PACT goals and review academic and behavioral performance. We expect to see more continuity and growth in the teachers that will remain at Morningside. We are projected to retain over 90% of our faculty and staff. Next year greater emphasis will be placed on literacy and the teaching of reading skills, with the addition of a reading teacher per team and using a lead teacher to help ELA teachers develop reading activities that are skill specific.

With the implementation of these procedures and interventions, in addition to frequent monitoring, Morningside Middle School has charted a course for success.

- **Three years of data in chart format with brief explanation of data**
 - **Test Data (PACT/HSAP/EOC Exams)**

Figure 1
AYP Data

	<u>2005</u>	<u>2006</u>	<u>2007</u>
Obj. Met	10-21	6--25	12--21
Obj. Not Met	11-21	19--25	9--21
Com. Index	48%	24%	57%
Performance	Not Met	Not Met	Not Met
Attendance	90.18	89.37	90.0

Figure 2

Report Card Absolute Index

<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008 GOAL</u>	<u>2009 GOAL</u>
2.3	2.13	2.161	2.3	2.7
Unsat.	Unsat.	Unsat.	Unsat.	Below Average

Figure 3

Suspension Data

	<u>2006</u>	<u>2007</u>
Total # of students (~once)	506	292
Rate (~ once)	72.66%	57.34%
Total # of suspensions	1976	871
Total # of Expulsions	17	7

Overall, in the past 3 years, our AYP and report card data have not been consistent. However, we did see some improvements in attendance, percentage of objectives met and student suspension rate.

Overall PACT data by Subjects

The data included in the charts above outline AYP, report card progress, and suspension. Please note that we experienced a decline across the board from 2005 to 2006. From 2006 to 2007, we have worked vigorously and the data shows a trend of upward movement.

Figure 4: English Language Arts

	<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>	<u>Performance Objective Met</u>	<u>Participation Objective Met</u>
2005	45.3	42.6	11.2	0.9	NO	YES
2006	57.7	36.8	5.3	0.2	NO	NO
2007	64.4	30.8	4.6	0.2	NO	YES

In English, we had an increase in our students scoring below basic on PACT. In 2005 and 007, our AYP participation objective was met.

Figure 5: Mathematics

	Below Basic	Basic	Proficient	Advanced	Performance Objective Met	Participation Objective Met
2005	46.7	45.0	7.1	1.2	NO	YES
2006	56.0	37.8	5.1	1.1	NO	NO
2007	65.1	29.2	4.4	1.3	NO	YES

In Mathematics, we had an increase in our students scoring below basic on PACT. In 2005 and 007, our AYP participation objective was met.

Figure 6: Science

	Below Basic	Basic	Proficient	Advanced
2005	63.2	30.3	5.0	1.5
2006	73.3	20.6	3.8	2.3
2007	73.5	16.0	7.0	3.5

In Science, we had an increase in students scoring proficient and advanced on PACT.

Figure 7: Social Studies

	Below Basic	Basic	Proficient	Advanced
2005	59.6	34.2	4.6	1.7
2006	65.2	29.5	4.3	1.0
2007	51.3	38.9	8.2	1.6

In Social Studies, we had the most significant results; we had a decrease in students scoring below basic and an increase in students scoring basic, proficient, and advanced.

- **Summary of process used to develop the FSRP and the persons involved**

The FSRP was developed through a process involving many stakeholders such as the Academic Leadership Team, School Improvement Council, and Administrative team.

- **Narrative of how selected goals will enable the school to meet expected progress**

Using the data from our general population, 450 students would correlate to approximately 1350 test scores (provided each student takes an average of 3 tests). In order for us to make the .4 expected progress, we need 40% of our scores to move to the next level. This equates to 540 moves. When you divide this by 3 tests (ELA, Math, and Science or Social Studies), this equals 180 moves per subject area. The goals listed in the FSRP will enable us to meet the aforementioned goals.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

- All information that is pertinent to the implementation of the FSRP
- Testing (MAP, Benchmark, etc.)
- Disaggregation and ongoing utilization of data to guide instruction
- Professional development that needs to be scheduled
- Implementation/monitoring of specific strategies

June 2008

- Complete Master Schedule

July 2008

- Professional Development from Johns Hopkins University on the Middle Grades Talent Development Reading Program

August 2008

- 6th Grade Orientation (Making of a Mustang)
- Professional Development from Johns Hopkins University on the Middle Grades Talent Development Reading Program

September 2008

- Implementation of all FSRP strategies
- Students set Goals for Fall MAP testing
- Finalize MAP testing schedule
- Fall Administration of MAP testing
- Monitoring of FSRP Strategies
 - Collect and analyze data in grade level and department meetings

October 2008

- Teacher APEX Conferences
- Professional Development from Johns Hopkins University on the Middle Grades Talent Development Reading Program
- Student APEX Conferences
- 1st quarter Benchmark Assessments in ELA, Math, Science, and Social Studies
- Monitoring of FSRP Strategies
 - Collect and analyze data in grade level and department meetings
- Analyze Benchmark Assessment Data

November 2008

- Professional Development from Johns Hopkins University on the Middle Grades Talent Development Reading Program
- Monitoring of FSRP Strategies
 - Collect and analyze data in grade level and department meetings

December 2008

- Monitoring of FSRP Goals and Strategies
 - Collect and analyze data in grade level and department meetings

January 2009

- Professional Development from Johns Hopkins University on the Middle Grades Talent Development Reading Program
- Winter MAP Testing
- 2nd quarter Benchmark Assessments in ELA, Math, Science, and Social Studies
- Analyze Benchmark Assessment Data
- Monitoring of FSRP Goals and Strategies
 - Collect and analyze data in grade level and department meetings

February 2009

- Compile data supporting the accomplishment of the FSRP goals
- Begin 50 Day Countdown to PACT
- Monitoring of FSRP Strategies
 - Collect and analyze data in grade level and department meetings
-

March 2009

- Professional Development from Johns Hopkins University on the Middle Grades Talent Development Reading Program
- Student APEX Conferences
- Compile data supporting the accomplishment of the FSRP goals
- Monitoring of FSRP Strategies
 - Collect and analyze data in grade level and department meetings
- Spring Administration of MAP testing
- Plan for the 2009-2010 School year
- 3rd quarter Benchmark Assessments in ELA, Math, Science, and Social Studies
- Analyze Benchmark Assessment Data

April 2009

- Compile data supporting the accomplishment of the FSRP goals
- Monitoring of FSRP Strategies
 - Collect and analyze data in grade level and department meetings

May 2009

- Statewide Administration ((PASS)
- Monitoring of FSRP Strategies
 - Collect and analyze data in grade level and department meetings
- Continue to plan for the 2009-2010 School year

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1:

By April 1, 2009, 75% of all 6th, 7th, and 8th grade students will score an 80% or better on the third nine weeks common benchmark assessments in science. The common benchmark assessments will be aligned to the South Carolina Science Standards, the Charleston County School District's Coherent Curriculum and the teacher's pacing guide.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Teachers will receive professional development in incorporating inquiry and process skills throughout instruction instead of in isolation and guiding students through completing a lab report activity.	Science Department Head Administration	September 2008	<ul style="list-style-type: none"> Department head and Administration will collect, review, and assess lesson plans weekly to provide evidence of implementation of the best practices. Written feedback will be provided to the teachers. The daily agenda in the classroom will outline the lesson to show the observer what will be seen in the classroom.
2. Teachers will complete at least one complete laboratory experiment with formal written lab report every two weeks.	Science Teachers Science Department Head	October 2008	<ul style="list-style-type: none"> Student work samples will be collected by the teacher every two weeks (and kept in the student folder). Teachers will assess work samples with a common rubric (based on the Write Traits model) and review work at the monthly science department meetings. The department meeting agenda will serve as evidence.
3. Teachers will teach students the proper procedure for writing a lab report and require one lab every two weeks.	Science Teachers Science Department Head	October 2008	<ul style="list-style-type: none"> Student work samples will be collected by the teacher every two weeks (and kept in the student folder). Teachers will assess work samples with a common rubric (based on the Write Traits model) and review work at the monthly science department meetings. The department meeting agenda will serve as evidence.
4. Teachers will receive professional development on the Discovery Education Science in an effort to differentiate instruction.	CCSD Science Specialist Department Head Science Teachers Administration	October 2008	<ul style="list-style-type: none"> The science classes will use the Discovery Education Science twice each quarter in the computer lab. This will be noted in the lesson plans and the lab sign-out calendar. The students will take the online test in the computer lab. Using the data from the online test, student conferences will be held to identify strengths and weaknesses.

			<ul style="list-style-type: none"> • The assignments recommended by the program will be given to students to improve their skills in the regular science class.
5. Benchmarks will be used to guide instruction via the backwards design model.	Department Head Science Teachers	August 2008	<ul style="list-style-type: none"> • Teachers will complete the benchmark tests each quarter in department meetings and content planning sessions. • After each benchmark test, the data from each class period will be analyzed by the teacher. • Teachers will have to draft an explanation of their benchmark results and turn in a plan to address deficiencies. • The test items that are missed will be reviewed and used as a daily oral science assignment (day starter).

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2:

By April 1, 2009, 40% of all 6th, 7th, and 8th grade students will increase their English Language Arts (ELA) PACT performance to the next performance level (Below Basic 1 to Below Basic 2, Below Basic 2 to Basic, Basic to Proficient, and Proficient to Advanced) as predicted by the Fall 2008 to Spring 2009 MAP test.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The ELA and Reading teachers will receive school-wide professional development on the Johns Hopkins Middle Grades Talent Development Reading Program.	Administration Department Chair Johns Hopkins Representative	August 2008	<ul style="list-style-type: none"> • The department chair and the admin will monitor the use of the Johns Hopkins program by weekly class and lesson plan observations. Also, conduct monthly reviews of student work to ensure proper implementation of the Johns Hopkins University Talent Development Program strategies (JHU). • Continuous integration of reading strategies for all teachers across the curriculum will be observed through the use of the program's resources such as trade books, anthologies, discussion guides, assessment packets, standardized reading tests, and reading practice tests to further the reading experiences and heighten the achievement of the students as evidenced through weekly lesson plans, class observations and student performance. • Every class will have a word wall used for weekly vocabulary lessons and drill for enhancement of student vocabulary development. Assessment will be through student writing samples and "meaningful sentences" which strengthens the use of context clues.
2. Separate reading instruction from ELA instruction with a Reading teacher on each grade level team.	Assistant Principal, Guidance Counselor	August 2008	<ul style="list-style-type: none"> • The master schedule will show that the Reading program was implemented at the start of the year. The Reading program is designed for daily implementation of reading strategies as determined by the MAP and PACT scores which show deficiencies in Reading and Language. These best practices will be correlated with on-going English Language Arts instruction through out the entire year with the same student population in both the ELA and Reading classes. The progress will be monitored through quarterly assessment of writing

			and reading benchmarks and fall and spring MAP scores.
3. Conduct data analysis of MAP scores and modification of instruction through content planning and professional development sessions.	ELA/Reading Dept., Admin.	October 2008 March 2009	<ul style="list-style-type: none"> The ELA /Reading Department will analyze fall and spring MAP data and create reports mapping the growth and identifying weaknesses and strengths. The analysis of the data will drive the modification of instructional strategies and differentiation in both ELA and Reading classes.
4. Accelerated Reader competitions on each grade level. Students will read a minimum of 25 novels in their classes (inclusive of in class as well as recreational reading completed at home).	Media Specialist, ELA and Reading teachers	August 2008	<ul style="list-style-type: none"> The Media Specialist, Reading and ELA teachers will maintain the Accelerated Reader program and monitor student progress through the reading logs and reading progress charts. Student progress will be rewarded with trophies presented at the end of each nine weeks. The winners will also be recognized for their AR points, number of books read and Zone of Proximal Development. The teachers will keep track of the books read by students with the use of reading logs and progress charts and the students will be presented with various awards and the opportunity to become official members of The Book Club. In addition, students who successfully read more challenging literary works will have the opportunity to become official members of The Point Club.
5. 4 Professional development sessions by the Johns Hopkins consultants.	Johns Hopkins Representative, ELA Department Chair	August 2008	<ul style="list-style-type: none"> The ELA Department Chair will coordinate the four professional development sessions. The chair along with the administration will modify the professional development calendar as necessary.
6. Content level reading strategies integrated into lesson plans.	Teachers Assistant Principals Department Chair	November 2008	<ul style="list-style-type: none"> Administration will collect, review, and assess lesson plans weekly for evidence of implementation of reading strategies in the content areas that are best practices. Written feedback will be provided to the teachers and chair as a part of strengthening daily instruction and assuring that the content level strategies are applied within the content classes and consistent with the Johns Hopkins Reading Program. The November 5th training will be provided by the ELA/Reading Dept. to the entire MMS staff on Reading in the Content Area.
7. Teachers will use 6th and 7th Grade STAR Reading Data for selection of books for recreational reading.	ELA Department Chair, Reading and ELA Teachers Media Specialist	September 2008	<ul style="list-style-type: none"> Ten random samples of reading logs per grade level / department will be collected and reviewed each quarter. The samples of reading logs will assist the administration and ELA chair in monitoring student progress. AR Student Points report and Point Club Summary Report will be collected quarterly and maintained by the teachers.
8. Representative teachers will attend the South Carolina English or Reading conference and lead professional development sessions for the ELA department upon their return.	Administration	November 2008	<ul style="list-style-type: none"> Teachers who attend the conferences will provide strong and thorough professional development inclusive of materials such as handouts, search engines and contact resources. Also, teachers will share information on the latest materials, technology, books that will provide further best practice opportunities for the ELA and Reading classrooms.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3:

By April 1, 2009, 40% of all 6th, 7th, and 8th grade students will increase their Math PACT performance to the next performance level (Below Basic 1 to Below Basic 2, Below Basic 2 to Basic, Basic to Proficient, and Proficient to Advanced) as predicted by the Fall 2008 to Spring 2009 MAP test.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
1. Provide common planning time for math teachers on each grade level.	Administrators	August 2008	<ul style="list-style-type: none"> Common planning time will be offered for each grade level and on specific late-in days for professional development. Teachers can review standards (weekly), create common assessments (one per unit), review instructional calendars (monthly), and receive professional development in mathematics best practices. Common grade-level lesson plans (collected once a month for each grade), instructional calendars (collected once at the beginning of the quarter and revised version at the end), informal and formal observations will indicate implementation.
2. Provide Math Essentials class for students not meeting standards.	Math Essentials Teacher Department Head Math Teachers	August 2008	<ul style="list-style-type: none"> Student MAP scores will be analyzed and all students who are basic or below basic (as compared to PACT cut scores) will be scheduled in a Math Essentials class. Math Essentials teachers will analyze MAP results and provide differentiated instruction through Successmaker and/or teacher instruction. MAP scores, SASI Rosters, Individual Math Essentials Student Folders will indicate implementation.
3. Based on MAP and PACT scores, students will receive math remediation from Successmaker and / or PLATO in lieu of a second exploratory class.	Math Essentials Teacher Assistant Principal	August 2008	<ul style="list-style-type: none"> The Math Essentials 2 Teacher will submit bimonthly progress data report to the department head and assistant principal. These will be distributed to math teachers as needed. MAP Scores and SASI Rosters of Math Essentials II will indicate implementation.
4. Core math teachers will integrate SMART Board technology in the math classroom.	MSLC Technology Integration Specialist Administration Department Head	October 2008	<ul style="list-style-type: none"> All teachers will attend SMARTBoard training professional development and will have at least one follow-up session with the educational software specialist. Teachers will plan for the use of SMARTBoard technology in their lesson plans and instructional calendars. Use of technology will be observed by informal and formal evaluators.

			<ul style="list-style-type: none"> Feedback from those observations will be given twice a month.
5. Math teachers will differentiate instruction and strategies for students.	MSLC Instructional Coordinator (Math) Administration Department Head Math Teachers	November 2008	<ul style="list-style-type: none"> Provide professional development to Math teachers on differentiated instruction and strategies. Teacher attendance will be documented. Representative teachers will attend the South Carolina Mathematics Council Conference and lead professional development sessions about differentiation for the math department upon their return. Presenters will be required to turn in plans for professional development based on the conference to administration. All math teachers will analyze their classes' MAP results and place them into RIT band groups. Lesson plans that reflect differentiated teaching strategies, classroom observations, and peer observation reflection sheets by the Math Department head will indicate implementation. Feedback from those observations will be given twice a month.
6. Teachers will analyze data from common benchmark assessments and modify instruction based on results.	Leadership Team Department Head Math Teachers	October 2008 January 2009	<ul style="list-style-type: none"> The math department head will coordinate the plan for benchmark administration. Teachers will analyze benchmark data, create visual models of benchmark results, conference with other math teachers and create a plan to address deficiencies.
7. 2 7 th Grade Pre-Algebra classes will be created to ensure more students are eligible to take Algebra I the next school year (8 th grade).	Assistant Principal Guidance Counselor	August 2008	<ul style="list-style-type: none"> SASI rosters and Master schedule constructed by the Assistant Principal will be used as evidence of implementation.
8. The 7 th grade Pre-Algebra teachers will observe the 8 th grade Algebra teacher and teachers from other schools that have been successful on the End of Course Test.	Principal Department Head	October 2008	<ul style="list-style-type: none"> Observation reflection sheets will be completed by the observer and will be discussed at a department meeting. Discussion points/notes will be included in the minutes of the department meeting where observations are discussed. Observations will occur at least once per teacher per semester.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:

By April 1, 2009, a school-wide literacy plan will be implemented to establish a culture of reading across the curriculum which will be evidenced by 1. all 6th, 7th, and 8th grade students reading and responding to a minimum of 25 novels (inclusive of in class as well as recreational reading completed at home), 2. 40% of all 6th, 7th, and 8th grade students increasing their English Language Arts (ELA) PACT performance to the next performance level (Below Basic 1 to Below Basic 2, Below Basic to Basic, Basic to Proficient, and Proficient to Advanced) as predicted by the Fall 2008 to Spring 2009 MAP test, and 3. the completed literacy plan.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
1. Each administrator will conduct a minimum of 5 walkthroughs / informal observations per week with written feedback to teachers to ensure that the goals and strategies are being implemented.	Principal	August 2008	<ul style="list-style-type: none"> The instructional supervision log will ensure the appropriate monitoring of the school's literacy plan. The observation notebook will document the exact number of classroom observations conducted by each administrator.
2. Plan professional development for the staff on how to teach reading and infuse reading into all content areas in the middle school.	Principal ALT ELA Department Head	November 2008	<ul style="list-style-type: none"> The sign-in sheets from professional development will ensure participation by the entire faculty. At least one observation a month will assist the principal and ALT in measuring the effectiveness of and compliance with the infusion of reading across the curriculum. Feedback from those observations will be given to 1 teacher from each subject area once per month to show evidence of implementation.
3. Implement the use of a school-wide reading log in all ELA classes.	Principal	October 2008	<ul style="list-style-type: none"> The ELA department meeting agendas will assist the principal and ALT in monitoring the implementation of the school wide reading log in ELA Classes. Reading logs will be discussed at each meeting. Ten random samples of reading logs per grade level / department will be collected and reviewed per quarter. The samples of reading logs will assist the principal, ELA chair, and the ALT in monitoring student progress.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:

By October 30, 2008, the principal will begin providing assistance to teachers identified with improvement plans, and continuing contract teachers on formal evaluation to ensure that they are successful on the Charleston County District's STEP 2 formal evaluation during the 2008-2009 school year.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Teachers will conduct peer observations of teachers identified by their assistant principal. These observations may occur at Morningside or other schools in the MSLC.	Assistant Principal MSLC Instructional Coordinators	September 2008	<ul style="list-style-type: none"> Peer Observation forms will be reviewed at the improvement plan monitoring meetings.
2. Provide professional development to all identified teachers on technology integration in the classroom.	MSLC Technology Integration Specialist Administration Department Head	August 2008	<ul style="list-style-type: none"> Teachers will plan for the use of technology in their lesson plans. All teachers will attend SMARTBoard training professional development and will have at least one follow-up session with the educational software specialist. Teachers will plan for the use of SMARTBoard technology in their lesson plans and instructional calendars. Use of technology will be observed by informal and formal evaluators. Feedback from those observations will be given twice a month.
3. Teachers will receive professional development in differentiation and other best practices.	Department Head MSLC Instructional Coordinators	September 2008	<ul style="list-style-type: none"> District instructional coaches will provide professional development that will be evident in lesson plans and classroom observations. Lesson plans that reflect differentiated teaching strategies, classroom observations, and peer observation reflection sheets by the Department head will indicate implementation. Feedback from those observations will be given twice a month.
4. Teachers will be videotaped and the tape will be reviewed by the teacher and the department head.	Principal Department Head	September 2008	<ul style="list-style-type: none"> Teachers will be videotaped by the department head.
5. Teachers will be observed weekly	Administration MSLC Instructional Coordinators	September 2008	<ul style="list-style-type: none"> Feedback from observations (copy of the observation form)

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, 100 % of Morningside Middle School Leadership Team will receive quarterly professional development and/or coaching from the Middle School Learning Community support team in three areas: 1) creating quality assessments 2) utilizing the data derived from the assessments to improve instruction 3) using quality instructional strategies in the classroom. This professional development will result in 40% of 6th, 7th, and 8th grade students increasing their PACT performance by one level* as predicted by the Fall 2008 to Winter 2009 MAP test in ELA and math.

*BB1 to BB2, BB2 to Basic, Basic to Proficient, Proficient to Advanced

**Adjustments made based on current PACT data from 2008 testing

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide a Learning Specialist and content coaches to coordinate professional development support.	P. Yandle, Associate Superintendent for MSLC	8/08	1. A chart of the MSLC academic support team will provide evidence of a Learning Specialist and content coaches being hired for professional development. (P. Yandle) 2. Sign-in sheet and agendas from professional development sessions will document who was in attendance and the topics that were covered. (P. Yandle)
Content coaches will provide professional development to the school-based department heads and SLT on creating quality assessments and benchmarks.	T. Merton, MSLC Learning Specialist	9/08	1. Sign-in sheet and agendas from professional development sessions will document who was in attendance and the topics that were covered. (T. Merton) 2. Samples of the assessment created will demonstrate the use of appropriate higher level tests. Two samples per subject will be provided for review. (T. Merton)
Content coaches will provide professional development to the school-based department heads and SLT on utilizing data to improve instruction.	T. Merton, MSLC Learning Specialist	10/08	1. Sign-in sheet and agendas from professional development sessions will document who was in attendance and the topics that were covered. (T. Merton) 2. Samples of the reports and data utilized during will provide evidence of the professional development. (Content Coaches) 3. Samples of lesson plans will be collected and reviewed to provide evidence of the professional development being utilized in the classroom. (Classroom teachers)

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, 100 % of Morningside Middle School Administrative Team will receive instructional coaching monthly and ongoing support from the Middle School Learning Community team on implementing quality instructional classroom observations as evidenced by the feedback provided to teachers. This professional development will result in 40% of 6th, 7th, and 8th grade students increasing their PACT performance by one level* as predicted by the Fall 2008 to Winter 2009 MAP test in ELA and math.

*BB1 to BB2, BB2 to Basic, Basic to Proficient, Proficient to Advanced

**Adjustments made based on current PACT data from 2008 testing

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy <small>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</small>	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <small>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</small>
Provide opportunities monthly to practice instructional observations with a cohort of middle school principals.	P. Yandle, Associate Superintendent for MSLC	10/08	1. Agendas from the MSLC Principal's meetings will show time allocated for observations. (P. Yandle) 2. Walk-through books will contain evidence of the observations completed. (J. Coker)
Conduct classroom observations and review findings with the MMS administrative team once a semester.	P. Yandle, Associate Superintendent for MSLC T. Merton, MSLC Learning Specialist, Instructional Coordinators	9/08	1. Electronic Instructional Supervision Log and/or Observation Notebook kept in Principal's office will contain evidence of the observations completed by the MSLC team. (J. Coker) 2. Copies of GroupWise Calendar appointment will document the participants and time allocated for observations and reviews completed together. (J. Coker)
Coordinate instructional observations with the Principal once a semester at MMS.	P. Yandle, Associate Superintendent for MSLC	11/08	1. Copies of GroupWise Calendar appointment will document the participants and time allocated for observations. (P. Yandle) 2. Written summaries of each visit will provide documentation of the instructional decisions and practices observed. (P. Yandle)

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative
Included in the FSRP**

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Academic Leadership Team (ALT)- Made up of teachers, counselors and administrators, this group works to make academic and instructional decisions for the good of the school. The diversity of the group allows each department and area to be represented.

Achieving Performance EXcellence (APEX)- Charleston County School District's benchmarking progress that includes discussion of current data, the identification of areas of needed improvement and the monitoring of target growth. These meetings occur at regular intervals over the school year.

Achieving Performance Excellence (APEX) Reviews—individual data conferences to review data, instructional practices, student achievement, teacher discipline, grade distributions, and attendance of each student and teacher.

Charleston County School District (CCSD) - Morningside Middle School is in this school district.

Core Team – This is a group of teachers, counselors and administrators that work together to target individuals to provide support to prevent academic and/or behavior delinquency.

Curriculum and Instruction Team (C&I)- A division of the Charleston County School District that is responsible for the Coherent Curriculum, pacing guides, the implementation of standards in the classroom, and all policies regarding curriculum and instruction.

English Language Arts (ELA) – Middle school classes that focus on reading and writing the English language.

Full-time Equivalent (FTE)—One full time teacher

Johns Hopkins University (JHU) Reading Program—JHU is located in Maryland. This literacy-based program is novel-based to assist our students with reading comprehension and skills

Measures of Academic Progress (MAP)- state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time.

Middle Grades Acceleration Program (MGAP) –designed for over aged 7th graders to help them catch up and move from seventh to ninth grade through accelerated learning.

Middle School Learning Community (MSLC) – A cohort of middle schools in Charleston County School District under the supervision of the Associate Superintendent, Mrs. Patricia Yandle.

Morningside Middle School (MMS) – The academic entity that is the focus of this school renewal plan

Northwest Evaluation Association (NWEA) - is a national non-profit organization dedicated to helping all children learn. NWEA provides research-based assessments, professional training, and consulting services to improve teaching and learning. This is the company which provides the MAP testing that is used in the Charleston County School District.

October 25, 2008

READ 180-an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. *READ 180* is proven to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

RIT-- RIT stands for *Rasch Unit*, a measurement scale developed to simplify the interpretation of test scores. This scale is used to measure student achievement and student growth. The scale is an equal-interval scale, like a yardstick in inches, so that a change of one unit indicates the same change in growth, regardless of the actual numerical values. RIT scores range from about 150 to 300. RIT scores make it possible to follow a student's educational growth from year to year.

Student Growth Summary Report (SGS) – A report derived from MAP data the displays term-to-term growth statistics summarized at the school level. Growth data is broken out by subject and grade, displayed in both text and graph format.

Student Leadership Council (SLC)—Presidents (leaders) of all of the students organizations at Morningside Middle School

SuccessMaker- this program by Pearson, deliver standards-based lessons one-on-one to at-risk and gifted children, students with special needs, and English language learners.